

4 month reporting date 5/30/07
8 month reporting date 9/30/07
12 month completion date 1/30/08

Frederick Area School District Improvement Plan/Progress Report Form

Scheduled Date of Completion:

Principle 5 – Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

(4) An explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular class and in activities described in this section;

Through a review of student records the justification for placement did not consistently identify the acceptance or rejection of the team's placement decision. The information included in the justification for placement did not provide an explanation as to why the student could not receive their instruction with non-disabled students in the regular classroom. For example, "In order for...to progress in the general education curriculum the team feels that...placement is appropriate.

1. Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure the IEP contains all required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All students who are eligible for special education services will have an IEPs that contains all required content.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

4 month reporting date 5/30/07
 8 month reporting date 9/30/07
 12 month completion date 1/30/08

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| 1. What will the district do to improve? Technical Assistance will be provided to special education staff on what justification is and how to write the statement for students on an IEP. What data will be given to SEP to verify this objective? The district will submit to SEP the form of technical assistance which was provided, the date and the recipients. | April 30, 2007 | Special Education Staff and Director | (completed by SEP) |
| Please explain the data (4 month) | | | |
| Please explain the data (8 month) | | | |
| Please explain the data (12 month) | | | |
| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | Record Date Objective was Completed |
| 2. What will the district do to improve? The district will write justification for placement using the acceptance or rejection format of the team's placement decision. What data will be given to SEP to verify this objective? All student IEPs will be checked by the special education director. The total number of IEPs reviewed and the number of IEPs with justification addressed appropriately will be submitted to the SEP. | April 8, 2007 | Special Education Staff and Director | (completed by SEP) |
| Please explain the data (4 month) | | | |
| Please explain the data (8 month) | | | |
| Please explain the data (12 month) | | | |

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Principle 5 – Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:13.02. Transition services. Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to pos-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Through a review of student record, the activities and services developed for students of transition age did not represent a coordinated set of activities that linked to the present levels of academic achievement and functional performance. Transition was not addressed in the IEP by age 16 for one student and the PLAAFP's did not contain transition strengths and needs for two students.

2. Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures that transition plans for student are a coordinated set of activities, reflecting student strengths and interests, to prepare them for post school activities.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

Transition plans for all students who receive special education services will be a coordinated set of activities, reflecting student strengths and interests to prepare them for post school activities.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

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| <p>1. What will the district do to improve? Technical Assistance (TA) from the district's regional liaison representative will be provided to special education staff on transition procedure for students on an IEP. The technical assistance may be via phone/e-mail. (A student's transition plan will be reviewed by the regional liaison representative or cooperative director as part of the TA.)</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the date and the recipients of the technical assistance.</p> | April 30, 2007 | Special Education Staff and Director | (completed by SEP) |
| Please explain the data (4 month) | | | |
| Please explain the data (8 month) | | | |
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ARSD 24:05:27:12. Graduation requirements. Completion of an approved secondary special education program with a regular high school diploma signifies that the student no longer requires special education services. Graduation from high school with a regular high school diploma constitutes a change in placement requiring written prior notice in accordance with this article.

The instructional program shall be specified on the individual educational program. The individual educational program shall state specifically how the student in need of special education or special education and related services will satisfy the district's graduation requirements. Parents must be informed through the individual educational program process at least one year in advance of the intent to graduate their child upon completion of the individual educational program and to terminate services by graduation.

Through interview and a review of student records, the IEPs for three students did not specifically state what the students needed to meet the district's graduation requirements.

3. Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure the IEP contains all required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All students in need of a graduation plan will have it addressed on their IEP.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

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Completed**

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|---|-----------------------|---|--------------------|
| <p>1. What will the district do to improve? Technique Assistance (TA) will be provided to special education staff on what the requirements are for graduation for students receiving special education service(s). The technical assistance may be via phone/e-mail. (A student's graduation plan will be reviewed by the regional liaison representative or cooperative director as part of the TA.)</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.</p> | April 30, 2007 | Special Education Staff and Director | (completed by SEP) |
| Please explain the data (4 month) | | | |
| Please explain the data (8 month) | | | |
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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.02. Development, review, and revision of individualized education program. In developing, reviewing, and revising each student's individualized education program, the team shall consider the strengths of the student and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the student, and as appropriate, the results of the student's performance on any general state or district-wide assessment programs.

Through a review of 7 student records, parent input into the individual education program was not documented in the present levels of academic achievement and functional performance.

4. Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure the IEP contains all required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

Student's IEP Present Levels of Academic Achievement and Functional Performance (PLAAFP) will address specific skill area(s) affected by the student's disability, to include strengths, needs or their involvement in the general curriculum and parental input.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

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|--|------------------------------|--|---------------------------|
| <p>1. What will the district do to improve? All IEPs will have the required content in the "Present Levels of Academic Achievement and Functional Performance (PLAAFP)". Each special education teacher and or therapist will develop a PLAAFP for each skill area they address on an IEP. It will state the specific skill affected by the student's disability, it will include the student's strength(s) and needs in the specific skill, and how the disability affects the student's involvement and progress in the general curriculum or for preschool students, as appropriate, how the disability affects the student's participation in appropriate activities. It will also include input from the parent.</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the form of technical assistance which was provided, the date and the recipients. And, the district special education director will spot check student IEPs from each special education teacher for PLAAFP content requirements. Total number of IEPs reviewed and the number of IEPs with PLAAFPs addressed appropriately will be submitted to the SEP.</p> | <p>April 30, 2007</p> | <p>Special Education Staff and Director</p> | <p>(completed by SEP)</p> |
| <p>Please explain the data (4 month)</p> | | | |
| <p>Please explain the data (8 month)</p> | | | |
| <p>Please explain the data (12 month)</p> | | | |